

# **Report of the Accreditation Re-visit to New College of California**

## **Professional Services Division**

**June 27, 2002**

### **Overview**

This item is a follow-up of the accreditation visit to New College of California that was originally conducted May 6 - 9, 2001. This item provides the report of the re-visit team leader and recommendations regarding three stipulations and the accreditation status.

### **Staff Recommendations**

1. On the basis of the re-visit accreditation team leader's report, staff recommends that the three stipulations placed upon the institution by the Committee on Accreditation be removed.
2. Staff recommends that the Committee on Accreditation change the accreditation status of New College of California from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the stipulations identified below.

### **Background Information**

The regularly scheduled accreditation visit to New College of California took place on May 6 - 9, 2001. On the basis of the accreditation team report and the team recommendation, the Committee on Accreditation decided upon the status of **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS** for the institution.

Following are the stipulations:

- That the institution provide evidence of the implementation of selection procedures for district field supervisors assuring proper qualifications and experience, implementation of an appropriate training program to prepare district field supervisors for their role, and development of new procedures to assure that all candidates enrolled in student teaching have an assigned district field supervisor.
- That the institution provide evidence that all candidates who are advanced to daily student teaching have demonstrated proficiency in subject matter competence per the Commission's standards.

- That the institution provide evidence of the implementation of a plan to provide access to sufficient educational resources, including professional books, journals, and a computer lab with capacity for instructional purposes.

The institution was required to respond to the stipulations and prepare for a re-visit within one year of the accreditation action. The institution prepared a “final Report” document indicating how each of the stipulations had been addressed and what changes had been made in areas of the standards identified by the team as needing attention. The team leader and New College officials went over responses to each aspect of each stipulation. In attendance were the President of the College, the Director of the Teacher Education Program, the Registrar and Credential Analyst, the Technology Coordinator, and an Information Specialist. From the responses presented at the re-visit, the team leader has developed a report that is now provided to the COA for consideration and action. Further documentation is referenced in the appendices.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING  
COMMITTEE ON ACCREDITATION  
ACCREDITATION TEAM RE-VISIT REPORT**

**Institution:** New College of California

**Date of Re-visit** May 21, 2002

**Original  
COA Accreditation**

**Decision:** ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

The team recommends that:

1. The three stipulations from the 2001 accreditation visit be removed.
2. The accreditation decision be changed from **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS** to **ACCREDITATION**

**Rationale**

Based upon the institutional response to the stipulations, review of supporting evidence and explanations and presentations by officials from New College of California, the team leader determined that the institution has provided appropriate responses to each of the stipulations and has satisfactorily addressed the standards less than fully met and the concerns identified during the accreditation visit of one year ago. The team leader of the original accreditation team conducted the re-visit, accompanied by the Commission consultant.

**Re-visit Team:** Victoria (Tory) Courtney  
Saint Mary's College of California

**Findings on Stipulations**

**Stipulation #1:**

- That the institution provide evidence of the implementation of selection procedures for district field supervisors assuring proper qualifications and experience, implementation of an appropriate training program to prepare district field supervisors for their role, and development of new procedures to assure that all candidates enrolled in student teaching have an assigned district field supervisor.

**Re-visit Team Finding:**

- a. New College provided evidence of the implementation of selection procedures for district field supervisors that assure proper qualifications and experience. These are listed in Appendix B.
- b. The institution demonstrated implementation of an appropriate training program for district field supervisors of student teachers. These procedures are described in Appendix B.
- c. New College provided evidence that all candidates enrolled in student teaching have an assigned district field supervisor. This year there is only one student who is employed full-time. The vice principal of her school is serving as her district field supervisor.

**Stipulation #2:**

- That the institution provide evidence that all candidates who are advanced to daily student teaching have demonstrated proficiency in subject matter competence per the Commission's standards.

**Re-visit Team Finding:**

The institution provided evidence that all candidates who are advanced to daily student teaching have demonstrated proficiency in subject matter competence per the Commission's standards. New College administrators provided a list of students in the 2001 and 2002 classes with information as to who has and has not passed the MSAT and where each student is in the student teaching process (Appendix C).

In May, upon admission to the program, new students are sent a letter describing the necessity of their taking and passing the MSAT. (A sample of the letter can be found in Appendix D.) In July, that letter is followed by a contract that thoroughly explains the CBEST and MSAT requirements. Students must read and sign the contract (Appendix D) in order to continue in the program.

New College has hired Ken Romines from the Department of Education at Patten College to teach an MSAT preparation course during the summer in order to prepare the students to take the exam. Students who do not pass the MSAT may not enter and continue in student teaching during the second semester of the program past the "Add/Drop" period. (This allows some extra time for scores to be received.) Students who are dropped from student teaching may continue on with other course work.

**Stipulation #3:**

- That the institution provide evidence of the implementation of a plan to provide access to sufficient educational resources, including professional books, journals, and a computer lab with capacity for instructional purposes.

### **Re-visit Team Finding:**

The institution offered evidence of the implementation of a plan that provides sufficient educational resources for the students, including professional books, journals, videos, curriculum resources, a multicultural literature collection, and a computer laboratory with capacity for instructional purposes. The Department funds “Friends of the Library” memberships at San Francisco State University which provides students with borrowing and other library resource privileges.

The New College of California Humanities Library has significant interlibrary loan and electronic library resources available to all students and faculty. New College is a member of Online Computer Library Center, Northern California Consortium of Psychology Library and State of California Electronic Library Consortium, which provide electronic databases in education and psychology. Faculty and students can also access other electronic databases through the San Francisco Public Library and through memberships in professional organizations.

All students in the program receive a letter that describes the “Library and Information Resources for Teacher Education Students”. Please see the sample letter and application form for a “Friends of the Library” membership in Appendix A. Samples of computer-generated mind maps for final projects in courses were provided as evidence of infusion of technology in the curriculum.

## **Appendices**

- Appendix A** "Library and Information Resources for Teacher Education Students" letter
- Application form for "Friends of the Library"
  - Technology mind maps
- Appendix B** "Collaborative Teacher Selection Guidelines and Procedures"
- "Guided Sequence for Student Teaching Placements"
  - "Dear Teachers...." letter
- Appendix C** List of SP 2001 and 2002 candidates
- Appendix D** Two letters and other documentation about CBEST and MSAT

## **Appendix A**

"Library and Information Resources for Teacher Education Students" letter

- Application form for "Friends of the Library"
- Technology mind maps

## **Appendix B**

### "Collaborative Teacher Selection Guidelines and Procedures"

- "Guided Sequence for Student Teaching Placements"
- "Dear Teachers...." letter



## **Appendix C**

- List of SP 2001 and 2002 candidates

## **Appendix D**

- Two letters and other documentation about CBEST and MSAT